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ABSTRACT

This book is based on the idea that finding the perfect piece of software is less important than understanding the role of computers in helping all students do what writers do: get ideas, generate material, manipulate that material, confer and collaborate with others in the classroom or over a network, edit the documents, and publish a final copy. It shows how composition theory relates to using computers in the classroom and demonstrates how teachers can support student writers, suggesting innovative strategies that would be impossible or unlikely to happen without the computer technology. The book helps teachers and students collaborate and network; helps teachers support students as they use the computer to generate electronic text, guided by classical and modern rhetorical invention strategies; suggests ways of using the computer environment to revise or reimagine texts; and makes sense of computer information concerning surface correctness--spelling, grammar, punctuation, and word choice--while ensuring that student writers retain control over their text and its meaning. The book offers direct simple advice combined with a multitude of suggested strategies and applications, and its perspective allows teachers to generate their own ideas and applications. A section on cyberspace and the Internet is included. Appendix A provides a glossary of computer terms; appendix B furnishes examples of representative software. Contains five pages of references. (NKA)

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